



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of ESEA Accountability, and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2012-2013: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.

2013-2014 NCLB Report Card

School: George J Mitchell School

SAU: Waterville Public Schools

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2013-2014 NCLB Report Card

School: George J Mitchell School
SAU: Waterville Public Schools
Grade: 03

Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	129	129	100	74	74	72	14	60	14	12	123	6	0
	2012-2013	127	127	100	69	69	68	21	48	18	13	126	1	0
Female	2011-2012	67	67	100	81	81	77	22	58	10	9			
	2012-2013	62	62	100	74	74	73	24	50	18	8			
Male	2011-2012	62	62	100	66	66	68	5	61	18	16			
	2012-2013	65	65	100	65	65	64	18	46	18	17			
Caucasian/White	2011-2012	114	114	100	72	72	73	14	58	16	12			
	2012-2013	105	105	100	69	69	70	23	46	18	13			
African American/Black	2011-2012	2	2	100			47							
	2012-2013	3	3	100			43							
Hispanic	2011-2012	7	7	100			65							
	2012-2013	12	12	100	67	67	58	8	58	17	17			
Asian or Pacific Islander	2011-2012	2	2	100			77							
	2012-2013	2	2	100			67							
American Indian or Native Alaskan	2011-2012	2	2	100			65							
	2012-2013	2	2	100			61							
Economically Disadvantaged	2011-2012	91	91	100	69	69	62	7	63	18	13			
	2012-2013	92	92	100	62	62	59	13	49	22	16			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	32	32	100	31	31	36	<1	31	22	47			
	2012-2013	39	39	100	33	33	35	3	31	31	36			
Limited English Proficient	2011-2012	0	0				47							
	2012-2013	2	2	100			43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2013-2014 NCLB Report Card

School: George J Mitchell School
SAU: Waterville Public Schools
Grade: 03

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	129	129	100	56	56	64	12	44	25	19	123	6
	2012-2013	127	127	100	56	56	62	6	50	22	22	126	1
Female	2011-2012	67	67	100	61	61	63	13	48	21	18		
	2012-2013	62	62	100	60	60	60	8	52	24	16		
Male	2011-2012	62	62	100	50	50	65	10	40	29	21		
	2012-2013	65	65	100	52	52	63	5	48	20	28		
Caucasian/White	2011-2012	114	114	100	53	53	65	11	42	27	20		
	2012-2013	105	105	100	55	55	63	8	48	20	25		
African American/Black	2011-2012	2	2	100			38						
	2012-2013	3	3	100			30						
Hispanic	2011-2012	7	7	100			50						
	2012-2013	12	12	100	58	58	48	<1	58	33	8		
Asian or Pacific Islander	2011-2012	2	2	100			70						
	2012-2013	2	2	100			63						
American Indian or Native Alaskan	2011-2012	2	2	100			54						
	2012-2013	2	2	100			49						
Economically Disadvantaged	2011-2012	91	91	100	47	47	52	5	42	31	22		
	2012-2013	92	92	100	49	49	50	2	47	24	27		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	32	32	100	25	25	35	<1	25	22	53		
	2012-2013	39	39	100	31	31	36	3	28	26	44		
Limited English Proficient	2011-2012	0	0				36						
	2012-2013	2	2	100			31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2013-2014 NCLB Report Card

School: George J Mitchell School
SAU: Waterville Public Schools
Grade: 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	132	100		64	67	226	150	66	82
Female	66	100		69	72	111	83	75	85
Male	66	100		59	62	115	67	58	80
Caucasian/White	110	100		62	65	198	128	65	81
African American/Black	3	*		*		3	*	*	
Hispanic	12	*		62	65	17	13	76	81
Asian or Pacific Islander	2	*		*		2	*	*	
American Indian or Native Alaskan	2	*		*		3	*	*	
Economically Disadvantaged	96	100		58	62	158	93	59	79
Not Economically Disadvantaged	36	*		75	77	68	57	84	88
Migrant	0	*		*		0	*	*	
Not Migrant	132	100		64	67	226	150	66	82
Students with Disabilities	44	100		26	32	68	23	34	63
Students without Disabilities	88	100		79	81	158	127	80	90
Limited English Proficient	2	*		*		3	*	*	
Not Limited English Proficient	130	100		63	66	223	148	66	82
Super Subgroup	105	100		57	61	169	100	59	79
Non-Super Subgroup	27	*		90	91	57	50	88	95

2011-12 % Attendance Rate Target = 93%
95

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
 A blank cell indicates data are not available.
 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: George J Mitchell School
SAU: Waterville Public Schools
Grade: 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets
					Targets	Number Tested	Number Proficient	% Proficient	
Whole School	132	100		52	56	226	124	55	76
Female	66	100		57	61	111	66	59	79
Male	66	100		48	52	115	58	50	74
Caucasian/White	110	100		50	54	198	107	54	75
African American/Black	3	*		*		3	*	*	
Hispanic	12	*		62	65	17	10	59	81
Asian or Pacific Islander	2	*		*		2	*	*	
American Indian or Native Alaskan	2	*		*		3	*	*	
Economically Disadvantaged	96	100		45	50	158	69	44	73
Not Economically Disadvantaged	36	*		68	71	68	55	81	84
Migrant	0	*		*		0	*	*	
Not Migrant	132	100		52	56	226	124	55	76
Students with Disabilities	44	100		21	28	68	16	24	61
Students without Disabilities	88	100		66	69	158	108	68	83
Limited English Proficient	2	*		*		3	*	*	
Not Limited English Proficient	130	100		52	56	223	123	55	76
Super Subgroup	105	100		45	50	169	75	44	73
Non-Super Subgroup	27	*		80	82	57	49	86	90

2011-12 % Attendance Rate Target = 93%
95

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
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 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: George J Mitchell School
SAU: Waterville Public Schools

Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	7	21	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of June 30, 2013	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.